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ABSTRACT

This document presents the South Dakota Content Standards for K-12 Social Studies. The document outlines the four major areas of social studies: history, geography, civics, and economics. Standards are provided for each major area according to grade level, separately for grades K-8 and collectively for grades 9-12. Grade level standards represent the classroom learning objectives or activities that should be provided at each grade level. It lists the following courses by grade: Kindergarten: Introduction to History and People, Places, Family, and Self; Grade 1: People and Traditions in the United States; Grade 2: Historic Groups of People throughout the World; Grade 3: Early Civilizations and Community Governments; Grade 4: Study of the U.S. Regions and South Dakota Studies; Grade 5: United States History; Grade 6: World History/Ancient Civilizations; Grade 7: World Geography; Grade 8: United States History; Grades 9-12: United States History, Geography, and Civics (Government). The document lists learning goals and rationales. (BT)

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ED 455 160

SOUTH DAKOTA

SOCIAL STUDIES

CONTENT STANDARDS

Adopted by
South Dakota Board of Education

June 22, 1999

SOUTH DAKOTA DEPARTMENT OF EDUCATION AND CULTURAL AFFAIRS

SO 032 250

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South Dakota
Social Studies Standards Document

Introduction and Overview

Preface

In 1997 the South Dakota State Legislature passed SB 170, which amended South Dakota Codified Law 13-3-48 to address the issue of adopting challenging state content standards. The amendment reads as follows: "The secretary of the Department of Education and Cultural Affairs shall prepare and submit for approval of the South Dakota Board of Education academic content standards in language arts, mathematics, social studies, and science for grades one through twelve. Each school district shall adopt and implement clearly defined and measurable course guidelines so as to meet the state academic content standards."

In accordance with South Dakota Codified Law 13-3-48, this publication presents the South Dakota Standards for K-12 Social Studies. The final document evolved from a synthesis of published standards from other states, numerous professional publications, local curriculum guidelines, writing sessions with South Dakota K-12 teachers, and feedback from districts throughout South Dakota. In development of these standards, the writers researched and reviewed many respected and well-grounded national and state publications related to social studies, instruction, and assessment.

This document begins with a brief introduction and overview that outlines and explains a vision of the document and the organization of the document.

Introduction and Goals

In social studies classes, students confront questions about the wonder and excitement of humankind in the world. Who are we as a nation? What are our values and traditions? What are our great accomplishments as a nation? What are our responsibilities to ourselves and society at large? What is our place in the world? What will we be like in the future? In helping students answer these questions, social studies courses engage students in the study of history, geography, economics, and civics. Instruction will draw on other disciplines such as philosophy, art, literature, psychology, religion, and the sciences. Social studies classes help students understand their roots, see their connections to the past, comprehend their context, recognize the commonality of people across time, appreciate the delicate balance of rights and responsibilities in society, and develop habits of thoughtful analysis and reflective thinking.

The National Council for the Social Studies (NCSS) describes the primary purpose of social studies as "[helping] young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world."

The Social Studies Standards are designed to

- develop the knowledge and skills of history, geography, civics, and economics that enable students to place the people, ideas, and events that have shaped South Dakota and our nation in perspective;
- enable students to understand the basic values, principles, and operation of American constitutional democracy;
- prepare students for informed and responsible citizenship;
- develop students' skills in debate, discussion, and writing; and
- provide students with a framework for continuing education in social studies.

History

History should be the integrative core of the curriculum. It enables both the humanities (such as art and literature) and the social sciences (political science, economics, and geography) to come to life. Through the study of history, students grasp a better understanding of their own society as well as others. By better understanding the relationship between past and present, students will be equipped to deal with the problems that may arise in the future. We continue to wrestle with questions of justice and personal responsibility and to realize that events are shaped both by ideas and the actions of individuals.

Geography

The goal of geography instruction is to provide an understanding of the human and physical characteristics of the earth's places and regions; how people of different cultural backgrounds interact with their environment; and how the United States, South Dakota, and local communities are affected by conditions and events in distant places. Geographic skills include the ability to use diagrams, globes, maps, and software programs; to interpret graphs, tables, diagrams, and pictures; to observe and record information; and to assess information from various sources.

Civics (Government)

The goal of civics instruction is to develop in all students the knowledge and skills for informed, responsible participation in public life. Instruction will provide an understanding of politics and government and the skills of good citizenship. Students will develop an understanding of the values and principles of American constitutional democracy.

Economics

Students must understand the basic economic principles, how our economic system works, and how other economic systems work. They must learn to make wise economic decisions about their own lives and become intelligent consumers, employers, and workers. A solid grounding in economics will help students prepare for the global marketplace.

Organization of the Social Studies Standards

The South Dakota Social Studies Standards document outlines the four major areas of social studies: history, geography, civics, and economics. The standards are organized into separate grade levels so that a parent, local school board member, classroom teacher, or administrator could quickly review what social studies learning is expected at a specific grade level.

The grade level standards represent the classroom learning objectives or activities that should be provided at each grade level. These are presented in single grade levels except at grades 9-12. Currently, South Dakota administrative rules require that high school students take three units of social studies (1 unit = one year of United States history, ½ unit = one semester of United States government, ½ unit = one semester of geography, and 1 unit = one year of electives) in order to graduate. It is the responsibility of each school district to align the 9-12 standards into courses offered at the high school level.

Kindergarten	Introduction to History People, Places, Family, and Self
Grade 1	People and Traditions in the United States
Grade 2	Historic Groups of People Throughout the World
Grade 3	Early Civilizations Community Governments
Grade 4	Study of the U.S. Regions South Dakota Studies
Grade 5	United States History
Grade 6	World History/Ancient Civilizations
Grade 7	World Geography
Grade 8	United States History
Grades 9-12	United States History Geography Civics (Government)

SOUTH DAKOTA SOCIAL STUDIES

Goals

1. **Students will understand the emergence and development of civilization over time and place.**

2. **Students will understand the interrelationships of people, places, and the environment.**

3. **Students will understand the historical development and contemporary role of governmental power and authority.**

4. **Students will understand the impact of economics on the development of societies and on current and emerging national and international situations.**

SOUTH DAKOTA SOCIAL STUDIES

Goals and Rationales

In this 1999 South Dakota Content Standards document, the format has been organized into four overall K-12 goals, which represent the discipline of social studies. Each of the four goals is listed below, accompanied by a rationale. The rationales are brief descriptions of the goal and its importance for our students as they prepare for adulthood.

Goal 1: HISTORY
Students will understand the emergence and development of civilizations over time and place.

RATIONALE:

An understanding of civilization and diverse cultures is indispensable to an understanding of human history. People's travel from their earliest beginnings; their rich diversity of ideas, beliefs, values, and institutions; and the significance of their continuing interactions provides a context for students to understand where we came from, where we are now, and what we might be like in the future. The study of history includes analysis of time, continuity, and change. When students develop an understanding of specific times and places, they see how change affected others and how other brought about change. But the study of history goes beyond remembering facts and dates. Real historical understanding requires students to think through cause-and-effect relationships, to reach sound historical interpretations, and to conduct historical analysis and research leading to the knowledge on which informed decisions in contemporary life can be based.

Goal 2: GEOGRAPHY
Students will understand the interrelationships of people, places, and the environment.

RATIONALE:

The study of people, places, and human-environmental interactions assists learners as they create their spatial views and geographic perspectives of the world. A knowledge of the influence of patterns, cycles, connections and links between people and their environment (the human and the physical) provides a basis for understanding the development of political, social, and economic systems. Knowledge of how human perceptions of their environment act as stimulus or barrier to behavior is vital to a deeper understanding of historical and contemporary events. Students must grasp the importance of our location in relation to the rest of the world, our interdependence as inhabitants of earth, and the complexity of decisions we have to make concerning environmental and non-environmental issues.

Goal 3: CIVICS(GOVERNMENT)
Students will understand the historical development and contemporary role of governmental power and authority.

RATIONALE:

History reveals a variety of arrangements people have developed in their efforts to live successfully and peaceably together. A study of these arrangements, as well as the values, practices and institutions which define the United States political system, is essential to appreciate and participate in that system. Students need to understand the origins, forms and purposes of government and the underlying principles and values of the United States government in order to use their civic skills to participate as a well-informed citizen.

Goal 4: ECONOMICS
Students will understand the impact of economics on the development of societies and on current and emerging national and international situations.

RATIONALE:

The goal of civics instruction is to develop in all students the requisite knowledge and skills for informed, responsible participation in public life. Civics instruction should provide regular opportunities at each grade level for students to develop a basic understanding of politics and government and to practice the skills of good citizenship. Students should develop an understanding of the values and principles of American constitutional democracy. They should be aware of their rights; be willing to fulfill their responsibilities; be able to obtain, understand, and evaluate information relating to the performance of public officials; and be willing to hold those officials accountable.

SOUTH DAKOTA SOCIAL STUDIES

Goals and Indicators

1. **Students will understand the emergence and development of civilizations and cultures over time and place.**

Indicators:

- Analyze the chronology of various historical eras to determine connections and cause/effect relationships.
- Evaluate the significance of interactions among cultures and civilizations and the impact on cultural diffusion.
- Evaluate the influence of varying values and philosophies on the development of civilization and cultures.
- Evaluate the influence of varying values, philosophies, and world religions on the development of civilizations and cultures.

2. **Students will understand the interrelationships of people, places, and the environment.**

Indicators:

- Analyze information from geographic representation, tools, and technology to define location, place, and region.
- Analyze the relationships among the natural environments, the movement of peoples, and the development of societies.
- Analyze the impact of Earth's natural processes, patterns, and cycles on various regions of the United States and the world.

3. **Students will understand the historical development and contemporary role of governmental power and authority.**

Indicators:

- Analyze the various forms and purposes of government in relationship to the needs of individuals and societies.
- Evaluate the impact of historical events, ideals, and documents on the formation of the United States government.
- Analyze the constitutional rights and responsibilities of United States citizens.

4. **Students will understand the impact of economics on the development of societies and on current and emerging national and international situations.**

Indicators:

- Analyze the economic impact of the availability and utilization of various resources on societies.
- Analyze the role of various economic systems in the social, political, and economic development of societies.
- Analyze the complex relationships among economic, social, and political decisions.

SOUTH DAKOTA SOCIAL STUDIES STANDARDS
KINDERGARTEN

The standards for kindergarten students include learning the concepts of people, places, and self as related to self and family. Yearlong goals involve learning about historical time sequence, geographic direction, and economic choices. Kindergarten students will use maps and globes to identify and locate places related to their lives and stories in history. Citizenship education includes trust, respect, responsibility, fairness, and caring. Students will have opportunities to learn about national symbols. They will learn how individuals acquire the economic goods and services they need and want.

KINDERGARTEN HISTORY STANDARDS

STUDENTS WILL:

1. describe examples of past events in legends and historical accounts, such as stories of Johnny Appleseed, Betsy Ross, Squanto, and George Washington Carver;
2. recognize characteristics of American leaders through exposure to biographies of important people of our past, such as George Washington, Abraham Lincoln, Thomas Jefferson, Theodore Roosevelt, and Rosa Parks; and
3. connect people and events honored in commemorative holidays, including Native American Day, Veterans Day, Thanksgiving, Independence Day, Martin Luther King Day, Presidents' Day, and Memorial Day.

KINDERGARTEN GEOGRAPHY STANDARDS

STUDENTS WILL:

1. compare and contrast the relative size and location of people, places, and things by identifying here/there, near/far, up/down, left/right, and behind/in front.
2. use a map and map symbols to recognize directions, continents, and poles.
3. use map symbols to recognize land, water, roads, and cities.
4. locate areas referenced in historically based legends and stories.
5. compare the globe and a map as models of the earth.
6. recognize that, in addition to maps and globes, geographic locations are communicated through various representational models: pictographs, bar graphs, and diagrams.
7. demonstrate familiarity with the layout of his or her school.

KINDERGARTEN CIVICS STANDARDS

STUDENTS WILL:

1. recognize the important actions required in demonstrating citizenship: respecting roles of members and leaders in a group; sharing responsibilities in a group; identifying ways to help others; respecting the individual right to express an opinion; and acknowledging that people think and act differently.
2. discuss the attributes of a good citizen with emphasis on trust, respect, responsibility, fairness, and caring.
3. recognize patriotic symbols and activities: national flag; "The Star Spangled Banner"; and Pledge of Allegiance.

KINDERGARTEN ECONOMICS STANDARDS

STUDENTS WILL:

1. match occupations with simple descriptions of work.
2. will identify basic economic concepts, including the difference between basic needs (food, clothing, and shelter) and wants (luxuries); and the practice of exchanging money for goods.

SOUTH DAKOTA SOCIAL STUDIES STANDARDS
FIRST GRADE

The standards for first grade students include comparisons of people and traditions in different places and times. The importance of leaders and achievers will be examined in comparison to the past and the future. First grade students construct simple maps to identify places in South Dakota and the United States. Students will study economic concepts of productive resources, consumption, jobs, and work responsibilities. Civics standards include the value of rights and responsibilities, and help to make and enforce class rules.

FIRST GRADE HISTORY STANDARDS

STUDENTS WILL:

1. identify through biographies and stories the admirable deeds performed by past leaders, such as: Helen Keller, Ben Franklin, Martin Luther King, Clara Barton, Alexander Graham Bell, Thomas Edison, George Washington, and Abraham Lincoln.
2. compare the lives of people and events associated with major holidays, including Native American Day, Thanksgiving, Veterans Day and Memorial Day, Independence Day, and Presidents' Day.
3. recall people and events from the past and make inferences about everyday life of the time period.
4. compare everyday life in school and community and recognize that people, places, and things change over time.

FIRST GRADE GEOGRAPHY STANDARDS

STUDENTS WILL:

1. construct a simple map using a map key and symbols.
2. use the globe to identify cardinal directions, the four oceans, the United States, South Dakota, and the local community.
3. use a picture map to locate home and school addresses.

FIRST GRADE CIVICS STANDARDS

STUDENTS WILL:

1. recognize attributes and consequences of citizenship that apply to family, school, and community units, such as respecting roles of authority, following rules created for the protection of all, and accepting consequences of rules.
2. recognize political roles of leaders in the larger community, such as the mayor, the governor, the legislators, the congressmen, senators, and the president.
3. differentiate between a paid worker and a volunteer.
4. acknowledge patriotic connections by explaining the design of the flag, understanding the importance of the eagle symbol, reciting the Pledge of Allegiance, and identifying the Lincoln Memorial and Washington Monument.

FIRST GRADE ECONOMICS STANDARDS

STUDENTS WILL:

1. describe the differences between human resources (people at work); natural resources (water, soil, wood, coal, etc.); and capital resources (machines, tools, etc.) used to produce goods or services.
2. explain the differences between goods and services and how people are both buyers and sellers of goods and services.
3. explain that limits on resources require people to make choices about producing and consuming goods and services.

SOUTH DAKOTA SOCIAL STUDIES STANDARDS
SECOND GRADE

The standards for second grade students include an introduction to the heritage and contributions of historic groups of people throughout the world. Second graders will continue the development of map skills, including map symbols. Economic concepts of spending and saving will be emphasized. Students will use charts and graphs to demonstrate an understanding of these basic economic concepts. The rights and freedoms of citizens will be taught.

SECOND GRADE HISTORY STANDARDS

STUDENTS WILL:

1. recognize the contributions of ancient Egyptian and Chinese civilizations which have impacted present day life, including communication, architectural monuments, calendar system, number system, and laws.
2. study various community structures and the roles of men, women, and children within the community with emphasis on Pilgrims; pioneers; Native Americans (Sioux); and reservation, rural, suburban, and urban communities of the present.

SECOND GRADE GEOGRAPHY STANDARDS

STUDENTS WILL:

1. construct a simple aerial view map of the classroom using a map key and symbols.
2. use the globe to label the equator and continents.
3. use a map to identify the four directions on a compass rose; interpret the symbols of a map key/legend; identify South Dakota through the use of boundary lines; locate Washington, D.C.; and transfer and label the seven continents, oceans, North American countries/ major mountain ranges/ major rivers, and the Great Lakes.

SECOND GRADE CIVICS STANDARDS

STUDENTS WILL:

1. distinguish the difference between rules and laws.
2. recognize that laws are needed in a community.
3. discuss the lawmaking process and how leaders work together.
4. recognize that there are legal consequences for lawbreakers.
5. define conservation in terms of ways citizens protect global resources with emphasis on reducing, reusing, and recycling.

SECOND GRADE ECONOMICS STANDARDS

STUDENTS WILL:

1. explain the interdependence of producers and consumers in a market economy by describing factors that have influenced consumer demand; and ways that producers have used natural resources, human resources, and capital resources to produce goods and services in the past and present.
2. simulate the exchange of money for goods and services and will identify ways to save money.
3. distinguish between money and barter economics.

SOUTH DAKOTA SOCIAL STUDIES STANDARDS
THIRD GRADE

The standards for third grade students will include distinguishing basic functions of community government and the officials responsible for each. Students will learn about elements of civilizations and their relationships by studying several early civilizations. Third graders will identify geographic features and various landforms on maps and globes. Economic standards will include the interdependence between transportation, communication, mediums of exchange, supply and demand.

THIRD GRADE HISTORY STANDARDS

STUDENTS WILL:

1. study their local community and its history.
2. summarize the various reasons for exploration and settlement of the United States through the study of Spanish, English, and French explorers, including religious reasons, economic reasons, and geographical reasons.
3. analyze the obstacles and successes of the early settlers in creating communities, including landforms, resources, and waterways.
4. draw connections to present day migration and settlement patterns, including rural to urban, and the continued global migration to America.

THIRD GRADE GEOGRAPHY STANDARDS

STUDENTS WILL:

1. integrate the study of communities through map work by identifying, locating, and using map title, map key, compass rose, lines and borders, roads and routes, and objects and symbols.
2. use grid systems to locate communities.
3. construct a map using map key and symbols, map scale, title, compass rose including intermediate directions, and boundaries.
4. construct and label a landform map of the United States, including the five mountain ranges, bordering oceans and the Gulf of Mexico, major rivers, and the Great Lakes.

THIRD GRADE CIVICS STANDARDS

STUDENTS WILL:

1. recognize the relationship between rights, respect, responsibilities and consequences of citizenship.
2. analyze human relationships and roles between and among individuals and groups, cultural groups and a community, and communities and state.
3. explain the fundamental ideas and principles that form the foundation of our government and various communities of the past and present with emphasis on life, liberty, pursuit of happiness, and equality under the law.
4. explain why communities have rules or laws and how they protect the rights and freedoms of individuals.
5. explain the process of making rules and laws, enforcing laws, voting, becoming a citizen.
6. recognize that there are various government bodies such as councils, boards, and legislatures.

THIRD GRADE ECONOMICS STANDARDS

STUDENTS WILL:

1. explain scarcity by citing examples of limited supplies and scarce resources.
2. explain goods and services available in the students' community and how changing modes of transportation and communication impact their distribution.
3. explain the relationships between taxation and government service.
4. summarize how various government regulations affect use of local resources.

SOUTH DAKOTA SOCIAL STUDIES STANDARDS
FOURTH GRADE

The standards for fourth grade students will include the leaders, founders, and achievers of South Dakota and the United States. Fourth graders will apply the concepts of latitude and longitude as they study the geography of South Dakota and the regions of the United States. Students will learn about the influence of technology on productivity and economic growth. Students will learn about South Dakota history from the first written record to the present, including the earliest interactions between Indian and non-Indian cultures.

FOURTH GRADE HISTORY STANDARDS

STUDENTS WILL:

1. examine various regions of the United States in order to focus on how the following affected development of South Dakota, including site selection of settlements (geographical location – where and why), opportunities available, natural resources, and population influences.
2. explain the impact of people and geographic location on the growth and expansion of South Dakota, emphasizing Manda, Arikara, Sioux, and other historic tribes; explorers (Lewis and Clark and the Veredrye brothers) and traders (Pierre Chorteau and Manuel Lisa); railroad expansion and town building; homesteaders and gold miners; and rainfall, prairie, Great Plains, Black Hills, and the Missouri River system.
3. trace the history of South Dakota with emphasis on notable South Dakotans such as Red Cloud, Sitting Bull, John B. S. Todd, Fred T. Evans, Laura Ingalls Wilder, James Scotty Philip, Niels E. Hansen, Gertrude (Zitkala-Sa) Bonin, Peter Norbeck, and Francis Case; impact of the gold rush; controversy over statehood; and Indian Wars and reservation life.
4. Analyze issues of concern in South Dakota, including water issues; farming and ranching issues; Indian and Non-Indian relationships; and urban/rural population changes.

FOURTH GRADE GEOGRAPHY STANDARDS

STUDENTS WILL:

1. differentiate between state and national boundaries.
2. define regions as categorized by geographic location.
3. use appropriate maps for a specific purpose, including elevation, land use-resource, road maps and mileage tables, time zones, and migration/movement patterns.
4. recognize that longitude and latitude constitute a map grid used in absolute locations.
5. locate major South Dakota geographical features, such as the Missouri River; the Black Hills and Badlands; and the capital (Pierre) and the following cities: Sioux Falls, Rapid City, Aberdeen, Huron, and Yankton.
6. evaluate the impact geography has on the inhabitants of South Dakota such as location of cities, transportation, industries, agricultural products, and culture.

FOURTH GRADE CIVICS STANDARDS

STUDENTS WILL:

1. analyze the actions and rights of a responsible citizen, such as obey rules (classroom, family, community), the use of conflict resolution and compromise, voting rights, property rights, civil rights, and human rights.
2. compare the changing roles and cultures of the individuals role according to gender, age, and occupation in various groups, such as family, community, and social class structure.
3 analyze the design and purpose of various patriotic celebrations, traditions, customs, and symbols, such as the flag, the Great Seal, Statue of Liberty, Uncle Sam, Mount Rushmore, and Tomb of the Unknown Soldier.
4. identify the South Dakota state flag, song, flower, bird, and nickname.
5. identify examples from South Dakota history of conflicts over rights, how the conflicts were resolved, the important people who helped resolve them, and conflicts that remain unresolved.

FOURTH GRADE ECONOMICS STANDARDS

STUDENTS WILL:

1. explain the role of money, banking, savings, and credit in westward expansion.
2. identify how government pays for the goods and services it provides (taxing and borrowing).
3. summarize the factors that affect economic systems, including family finance, drought, and tourism.

SOUTH DAKOTA SOCIAL STUDIES STANDARDS
FIFTH GRADE

The standards for fifth grade relate to the history of the United States from Native American cultures to the Civil War. Students will learn fundamental concepts in civics, economics, and geography. Fifth grade students will learn about change and continuity in our history and examine the everyday life of people at different times in our history. Students will have instruction to strengthen map and globe skills and historical thinking skills (cause and effect, growth and expansion).

FIFTH GRADE HISTORY STANDARDS

STUDENTS WILL:

1. describe life in America before the 17th century by identifying and describing the arrival, settlement, and culture of the first Americans, including Indians of the Northwest, Southwest, Plains, Eastern Woodlands, and Middle America; and inferring how climate and geography influenced the way various Indian tribes lived.
2. locate the routes and evaluate early explorations of the Americas in terms of reasons for explorations, obstacles and accomplishments of key expeditions from Spain, Portugal, France, and England; life changing impact on the first Americans; and competition that developed among European powers for control of North America.
3. relate factors of colonial America that led to the founding of the colonies, emphasizing the reasons for settling in the colonies, including escape from religious persecution, release from prison, economic opportunity, and adventure; and contrasts of the colonial regions (New England, mid-Atlantic, and South) in regard to geography, economy, and culture.
4. describe the political and economic relationship between the colonies and England; and conflicts between the colonies and England that led to the American Revolution.
5. compare influential people and events in the American Revolution, such as King George, Lord Cornwallis, John Adams, Samuel Adams, Paul Revere, Benjamin Franklin, George Washington, Thomas Jefferson, and Patrick Henry.
6. describe military strategies which resulted in the defeat of the British.
7. identify the steps in the formation of the new government in terms of British and Colonial belief in representative government as demonstrated in the Magna Carta, English Bill of Rights, the Mayflower Compact, and the Articles of Confederation; the philosophy of government expressed in the Declaration of Independence; the U.S. Constitution and Bill of Rights; and the separation of powers in the federal government and the powers reserved for states.
8. weigh the challenges faced by the new United States government in regard to ratification of the Constitution, major issues facing the first four presidents in establishing a strong cohesive government, conflicts that resulted in the emergence of two political parties, and conflicts involved with the War of 1812.
9. summarize the growth and change in America from the Revolution to 1861 with emphasis on territorial exploration, expansion, and settlement of the Louisiana Purchase; acquisition of Florida, Texas, Oregon, and California; the influence of geographic, economic, and climatic factors on the movement of people, goods, and services (voluntarily and involuntarily as in the Trail of Tears); the effect of American relationships with other countries on our westward

expansion; and the impact of inventions such as the steamboat, cotton gin, and locomotives on life in America.

10. describe key events, and identify causes and effects of the Civil War and Reconstruction in terms of social, economic, and philosophical differences between the North and the South as embodied in the Lincoln/Douglas debates; events leading to secession and war; prominent leaders of the North and South such as Abraham Lincoln, Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Frederick Douglass, and Harriet Tubman; campaign strategies and pivotal battles; the Emancipation Proclamation and Gettysburg Address; and the impact of reconstruction policies on both the North and the South.

FIFTH GRADE GEOGRAPHY STANDARDS

STUDENTS WILL:

1. apply longitude and latitude to find absolute locations on a map.
2. determine the purpose of and use appropriate maps, including relief, product, road maps and mileage tables, time zones, migration/movement patterns, population, and historical.
3. compare maps of different scales.

FIFTH GRADE CIVICS STANDARDS

STUDENTS WILL:

1. describe how citizens of a democracy give the government authority to make decisions on their behalf.
2. define and list examples of various forms of government, including a democracy, republic, monarchy, and dictatorship.
3. define our democratic government in terms of levels of government such as local, state, and national; branches of government such as legislative, executive, and judicial; and the governmental bodies such as councils, boards, and legislatures.
4. discuss democratic principles in regard to political parties and their symbols.
5. interpret patriotic slogans, excerpts from notable speeches, and documents in United States history through the Civil War, including "give me liberty or give me death" by Patrick Henry, "remember the Alamo," Gettysburg Address, Preamble to the Constitution, and Declaration of Independence.
6. identify examples from history of conflicts over rights, how the conflicts were resolved, and the important people who helped resolve them from colonial times through the Civil War with emphasis on the Revolutionary War and the Civil War.

FIFTH GRADE ECONOMICS STANDARDS

STUDENTS WILL:

1. summarize the role of supply and demand in early United States history.
2. analyze the economic differences between the North and South during the Civil War period.
3. describe examples of various institutions that make up economic systems, such as households, businesses, banks, government agencies, labor unions, and corporations.

SOUTH DAKOTA SOCIAL STUDIES STANDARDS
SIXTH GRADE

The standards in grade six expand student understanding of history by studying the people and events that ushered in the dawn of the major western and non-western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people and their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

SIXTH GRADE WORLD HISTORY/ANCIENT CIVILIZATIONS STANDARDS

STUDENTS WILL:

1. describe the early physical and cultural development of humankind from the Paleolithic period to the agricultural revolution, emphasizing the hunter-gatherer societies and their characteristics, including the development of tools and the use of fire; the locations of human communities that populated the major regions of the world and how humans adapted to a variety of environments; and the climatic changes and the human modifications of the physical environment that gave rise to the domestication of plants and animals.
2. analyze the geographic, political, economic, and social structures of Mesopotamia and Egypt with emphasis on the location and description of the river systems, the physical settings that supported permanent settlement and early civilizations, the development of agricultural techniques that increased production which led to economic surplus, the emergence of cities as centers of culture and power, the relationship between religion and the social and political orders in each civilization, the origin and influence of Judaism, the significance of Hammurabi's Code, the art and architecture of Egypt, the impact of Egyptian trade in the eastern Mediterranean and Nile Valley, the evolution of language and its written forms, and cultural contributions and their effect on modern everyday life.
3. analyze the geographic, political, economic, and social structures of ancient China and India with emphasis on the location and description of the river systems and the physical settings that supported the rise of these civilizations; the geographical features of China that made governance and movement of ideas and goods difficult and served to isolate that region from the rest of the world; the significance of the Aryan invasions in India with emphasis on the social structure of the caste system; the major beliefs and practices of Hinduism; the major beliefs and practices of Buddhism and how it spread to other regions, especially during the Mauryan Empire; the fundamental teachings of Confucianism and Taoism; the policies, achievements, and political contributions of the Qin and Han dynasties in China; the locations and significance of the trans-Eurasian "silk roads"; and cultural contributions and their effect on modern everyday life.

4. analyze the geographic, political, economic, and social structures of the early civilization of Ancient Greece with emphasis on the location and physical setting that supported the rise of this civilization; the connections between geography and the development of city-states, including patterns of trade and commerce; the transition from tyranny and oligarchy to early democratic forms of government and the significance of citizenship; the differences between Athenian, or direct, democracy and representative democracy; the significance of Greek mythology to the everyday life of people in ancient Greece and its influence on modern literature and language; the similarities and differences between life in Athens and Sparta; the rise of Alexander the Great in the north and the spread of Greek culture; and the cultural contributions in the areas of arts, science, language, architecture, government and philosophy.
5. analyze the geographic, political, economic, and social structures in the development of Rome with emphasis on the location and physical setting that supported the rise of the Roman republic; the significance of the republican form of government; the political and geographic reasons for the growth of the Roman Empire; the influence of Julius Caesar and Augustus in Rome's transition from republic to empire; the origin and spread of Christianity during the Roman Empire; and the cultural contributions in the areas of art, architecture, technology, science, literature, language, and law.
6. analyze the geographic, political, economic, and social structures of the Mesoamerican and Andean civilizations with emphasis on the locations and physical settings of Mexico, Central and South America that supported the rise of these civilizations; the geographic influence on Mayan, Aztec, and Incan economies, their trade, and the development of urban societies; the roles of people in each society, including class structures, family life, warfare, beliefs, and slavery; the reasons that the Spanish were able to defeat Aztec and Inca Empires; the artistic and oral traditions and architecture of the three civilizations; and the cultural contributions especially in the areas of astronomy, mathematics, and agriculture.

SOUTH DAKOTA SOCIAL STUDIES STANDARDS
SEVENTH GRADE

The standards for grade seven will include the study of the peoples, places, and environments in the Western Hemisphere and Europe. The knowledge, skills, and perspectives of the course are centered on population and cultural characteristics, landforms and climates, economic and political systems, and migration and settlement patterns within these regions. Standards 1-7 provide the foundation for understanding the earth's physical and human systems. The five themes of geography provide the framework for studying these regions/countries.

SEVENTH GRADE GEOGRAPHY STANDARDS

STUDENTS WILL:

1. use maps, globes, and other geographic tools to analyze the human and physical features in order to recognize the different map projections and explain the concept of distortion; explain the characteristics, purposes, and differences among maps, globes, aerial photographs, geographic models, and satellite images; apply the concepts of scale, orientation, latitude and longitude; create and compare political, physical, and thematic maps (e.g., choropleth maps, cartograms) of countries and regions; and create and interpret charts, graphs, and diagrams.
2. will explain how earth/sun relationships shape climate and vegetation patterns; and produce day and night, time zones, seasons, and major climatic variations.
3. study the basics of climate in order to understand the physical settings of this region by identifying the factors that influence climate such as latitude, ocean currents, winds and mountains, elevation, and nearness to water; identifying ways in which climate influences people; and locating the different climate zones (North and South Temperate zones, the Torrid Zone, and the North and South Frigid zones).
4. compare and contrast the distribution, growth rates, and characteristics of human populations by identifying the characteristics and the distribution of population both locally and in other parts of the world; identifying the causes of human migration; describing the demographic structure of a population by creating and analyzing population pyramids; explaining reasons for variation in population distribution; researching appropriate sources to obtain current population information; and
5. understand the concept of culture by explaining how culture and technology affect perceptions of places and regions, explaining the spatial distribution of cultures both locally and in other parts of the United States and the world, and describing how cultures and cultural landscapes change.
6. understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources by describing how human modifications of physical environments in one place often lead to changes in other places; explaining the role of technology in the human modification of the physical environment; explaining how the characteristics of different physical environments provide opportunities for or place constraints on human activities; identifying how technology affects the definition of, access to, and use of resources; and describing why people have different viewpoints with respect to resource use.

7. know how and why people define regions by identifying a region by defining its distinguishing characteristics, explaining how and why regions change, and analyzing the influences and effects of regional labels and images (e.g., Sun Belt states attract retirees and tourists).
8. analyze the geographic, political, economic and social structure of each region/country with emphasis on location and physical setting; the cultural characteristics of the people; the ways people have adapted to, changed, and used their environment in the past and present; the flow and interaction of people, ideas and products as they are influenced by transportation and communication systems; and the role this country/region has in the international setting.

SOUTH DAKOTA SOCIAL STUDIES STANDARDS
EIGHTH GRADE

The standards for eighth grade students relate to the history of the United States from causes of the Revolutionary War to the 1920s. Students will study United States history in chronological sequence, learn about change and continuity in our history and study documents and speeches that lay the foundation of American ideals. Students will understand the basic concepts of the Constitution and will identify key ideals of our form of government, such as justice, equality, and the rule of law, and discuss their application in specific situations. Eighth grade students will examine everyday life of people at different times in our history through primary and secondary sources. They will continue to learn fundamental concepts in civics, economics, and geography in the context of United States history.

EIGHTH GRADE HISTORY STANDARDS

STUDENTS WILL:

1. identify and explain the sources of conflict which led to the American Revolution with emphasis on Proclamation of 1763, Stamp Act, Townshend Acts, and tax on tea.
2. identify key individuals and summarize their roles in the American Revolution, such as Thomas Jefferson, King George, Patrick Henry, Thomas Paine, Samuel Adams, and Benjamin Franklin.
3. explain the political significance of the Declaration of Independence.
4. analyze major military battles and the role of major American and British military leaders in the American Revolution, such as Lexington and Concord, Saratoga, Yorktown, Bunker Hill, George Washington, Benedict Arnold, George Rogers Clark, William Howe, John Burgoyne, and Charles Cornwallis.
5. analyze the reasons why the colonies were able to defeat the British.
6. describe the successes and problems of the government under the Articles of Confederation.
7. contrast the differing points of view and compromises reached in the writing of the Constitution in 1787.
8. describe the basic structure of government adopted by the Constitutional Convention.
9. contrast the views of the Federalists and Anti-Federalists in the struggle for ratification of the Constitution.
10. explain the fundamental liberties stated in the Bill of Rights.
11. summarize and describe the emergence of two political parties and their leaders, Thomas Jefferson and Alexander Hamilton.
12. analyze the settlement patterns of the American people from the late 1700s to the mid-1800s focusing on how and why the land was acquired and settled, to include Louisiana Purchase, Florida, Oregon, and Texas.
13. examine how the following conflicts during the early to mid 1800s led to acquisition and settlement of land, to include War of 1812, Indian Conflict, Texas Revolution, and Mexican War.
14. evaluate the impact of inventions from the late 1700s to the mid 1800s, such as cotton gin, McCormick reaper, steamboat, and steam locomotive.

15. summarize the causes, key events, and effects of the Civil War with emphasis on philosophical differences between the North and South, as exemplified by men such as Daniel Webster and John C. Calhoun on the constitutional issues of the doctrine of nullification and secession; geographic and economic differences between the agricultural South and industrial North; Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), the Gettysburg Address (1863), his second inaugural address of 1865; the views and lives of leaders and soldiers on both sides of the war including Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Frederick Douglass, William Lloyd Garrison, and Sojourner Truth; and the critical developments in the war including the major battles, geographical advantages and obstacles, technological advances, and Lee's surrender at Appomattox.
16. analyze the impact of the Reconstruction policies with emphasis on the postwar impact of the Thirteenth, Fourteenth and Fifteenth amendments to the Constitution, and their connection to the Reconstruction; Lincoln's plan and the plan of Congress; migration of former slaves to cities in the North and West; and the effects of the Freedman's Bureau and the Jim Crow laws on the South.
17. explain how, following the Civil War, massive immigration combined with the rise of big business, heavy industry, and mechanized farming transformed American life with emphasis on: western settlement and changing federal policy toward the Indians, obstacles faced and contributions made by immigrants, and the growth of American cities.
18. explain the impact of industrialization and urbanization with emphasis on reform movements such as muckraking literature, the Progressive movement, women's suffrage and temperance, child labor, and organized labor, significant inventors and their inventions (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright); and laissez-faire policies toward big business and the rise of entrepreneurs and industrialists in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller).
19. describe and analyze the changing role of the United States in world affairs with emphasis on the Spanish-American War, the Panama Canal, Theodore Roosevelt's "Big Stick Diplomacy," United States role in World War I, and the League of Nations.

SOUTH DAKOTA SOCIAL STUDIES STANDARDS
NINTH-TWELFTH GRADE

The standards for ninth through twelfth grade involve the study of the historical development of American ideas and institutions from the Age of Exploration to the present. Through the study of geography, students will study the earth's people, places, and environments. Students will know where things are, what they are like, why they are located in particular places, and why they are important. Civics standards will include the development of the United States government: the Articles of Confederation; the Constitution, including the Bill of Rights; and later amendments to the Constitution. These social studies courses will include the study of the rights, responsibilities, and privileges of citizenship. Government will include a survey of all branches and levels of government found in the United States: national, state, and local government. Functions and services of government and the executive, legislative, and judicial branches of government will be stressed. Students will learn economic principles through the study of government, history, and geography.

9-12 HISTORY STANDARDS

STUDENTS WILL:

1. summarize causes and effects of the Industrial Revolution with emphasis on new inventions and industrial production methods; economic changes to capitalism and free enterprise; impact of immigration on the labor supply and the movement to organize workers; the impact of immigration on the labor supply and the movement to organize workers; government policies affecting trade, monopolies, taxation, and money supply; impact of industrialization, urbanization, and immigration on American society; and political response to the economic change including the Progressive movement.
2. analyze and explain the participation of the United States in world affairs and the importance of World War I in terms of political, social, and economic motives for American acquisition of the colonial empire; causes and effects of the Spanish-American War; American colonial policies; causes of World War I; consequences of World War I on the declining role of Great Britain and the expanding role of the United States in world affairs; and end of the Ottoman Empire and the creation of new states in the Middle East.
3. analyze and explain the Great Depression with emphasis on causes and effects of changes in business cycles, weaknesses in key sectors of the economy in the late 1920s, United States government economic policies in the late 1920s, causes and effects of the Stock Marker Crash, impact of the Depression on the American people, impact of New Deal economic policies, and impact of the expanded role of government in the economy since the 1930s.
4. demonstrate an understanding of the origins and effects of World War II with emphasis on the rise of totalitarian regimes and the response of the United States and other European nations prior to the outbreak of war such as isolationism, appeasement, and debates; the impact of mobilization for war home and abroad; major battles, military turning points, and key strategic and foreign policy decisions; the Holocaust and its impact.
5. analyze and explain United States foreign policy from World War II through the 1990s, with emphasis on the origins of the Cold War; United States policies of containment in Europe, Latin America, and Asia such as the Berlin Crisis, Korea, and Vietnam; Middle Eastern policies; strategic, economic and military elements such as Camp David Peace Accords and

Persian Gulf War; arms-space race and control of nuclear weapons; the collapse of communism and the end of the Cold War; new challenges to America's leadership role in the Post-Cold War world.

6. demonstrate an understanding of domestic history from World War II through the 1990s by examining the civil rights movement and assessing respective federal and state policies; assessing the impact of cold War on American society, such as McCarthyism; comparing and contrasting conservative to liberal economic and political ideologies and programs such as Fair Deal, Great Society and Reagonomics; examining political turning points, such as the election of 1968, Watergate, the Iran hostage crisis, and the impeachment of President Clinton; explaining current patterns of Supreme Court nominations and decisions and evaluate their impact, such as the Warren Court and the Thomas/Bork nominations; comparing the positions of the political parties and interest groups on major issues; and analyzing the causes and manifestation of social change, such as feminism, counter culture, and the youth movement.
7. study the relationships between geography the historical development of the United States, including locate and explain the location and expansion of the original colonies; trace the advance of the frontier and territorial expansion of the United States, and explain how the physical environment influenced it; locate new states as they were added to the Union; understand the settlement patterns, migration routes, and cultural influence of various racial, ethnic, and religious groups; compare patterns of agricultural and industrial development in different regions as they relate to natural resources, markets, and trade, and; analyze the political, social, and economic implications of demographic changes in the nation over time.

9-12 GOVERNMENT STANDARDS

STUDENTS WILL:

1. critique the influence of European political thought on the formation of the United States constitutional system.
2. identify fundamental political principles contained in documents, such as the Declaration of Independence, Articles of Confederation, Bill of Rights, and the United States Constitution.
3. analyze national government with emphasis on the structures, functions, and authority of each branch of government; the principles of federalism, separation of powers, and checks and balances; the extent to which power is shared rather than divided or separated; and procedures for a constitutional amendment.
4. summarize constitutional issues relating to the rationale for constitutional amendments and the conflicts they address; landmark decisions of the United States Supreme Court; and the historical trends and contemporary patterns of the United States Supreme Court decisions.
5. analyze the interrelationships and structures of the executive, legislative, and judicial branches with regard to the constitutional requirements and institutional procedures; the legislative process; judicial review; the hierarchy of the federal court system; the presidential powers including expressed and implied; executive departments, regulatory bureaucracies, and agencies; and the impact of bureaucracies and government agencies on the U.S. constitutional system.
6. analyze local public issues and distinguish between state and local governments including cities, counties and towns.

7. analyze campaigns for national, state, and local elective office, including the nominating process; campaign funding and spending; the influence of media coverage, campaign advertising, and public opinion polls; demographic causes and political effects of reapportionment and redistricting; voter turnout and the constituencies of the major political parties; and the Electoral College.
8. develop the skills needed for informed participation in public affairs by analyzing public issues, evaluating candidates for public office, evaluating the performance of public officials, and communicating with public officials.
9. explain and give current examples of how political parties, interest groups, the media, and individuals influence the policy agenda and decision-making of government institutions.
10. analyze current issues confronting local, state, and national governments in terms of perennial challenges to democracies, including conflicts between majority rule and minority rights, individual rights and the public interest, levels of taxation and the expectation of public services, and state and national authority in a federal system.
11. compare the United States political systems with those of major democratic and authoritarian nations in terms of the structures and powers of political institutions, the rights and powers of the governed including grass roots citizen movements, economic goals and institutions and the role of government in the economy, the relationships between economic freedom and political freedom, and the allocation of resources and impact on productivity.
12. identify and explain fundamental concepts of democracy and the rights, responsibilities, and benefits of citizenship in the United States.

9-12 CIVICS STANDARDS

STUDENTS WILL:

1. demonstrate an understanding of the rights and responsibilities of being an American citizen by describing ways individuals participate in the political process, being an informed voter and participating in the election process, being a productive participant in school and community life, describing the process of naturalization, explaining how United States citizenship differs from that in authoritarian and totalitarian political systems, and analyzing the nature of civic responsibility in a diverse society.
2. compare the state, local, and tribal governments with emphasis on their structures, functions, and powers; the election and appointment of officials; the division and sharing of powers between levels of government; the separation of powers within levels of government; and the role of the citizen in the legislative and electoral process such as referendum, recall, and initiative.
3. compare the Declaration of Independence, Articles of Confederation, the Constitution of the United States, and the South Dakota Constitution with emphasis on their treatment of fundamental political principles including constitutionalism and limited government, rule of law, democracy and republicanism, sovereignty, consent of the governed, separation of powers, checks and balances, and federalism; and fundamental liberties, rights and values including religion, speech, press, assembly, and petition, due process, equality under the law, individual worth and dignity, majority rule and minority rights.
4. distinguish between the judicial systems established by the South Dakota and United States Constitutions with emphasis on the organization and jurisdiction of South Dakota and United States courts; the exercise of the power of judicial review; the process of bringing and

resolving criminal and civil cases in South Dakota's judicial system; and the function and process of the juvenile justice system in South Dakota.

5. analyze the role of the national government with emphasis on the three branches of government; the law making process; the functions of departments, agencies, and regulatory bodies; the nature and functions of major political parties as they relate to the national government; and the impact and role of interest groups on the federal government.
6. describe the role of governments in the United States economy with emphasis on the basic concepts of the free market; provision of public goods and services; protection of consumer rights, contracts, and property rights; the impact of government taxation, borrowing, and spending on individuals and on the production of goods and services; and the role of the Federal Reserve System.
7. evaluate the impact of current social, ecological, economic, and political issues and events as an informed citizen.

9-12 WORLD GEOGRAPHY STANDARDS

STUDENTS WILL:

1. use maps, globes, and other geographic tools to acquire, process, and report information from a spatial perspective by selecting appropriate maps, map projections, and other graphic representations to analyze geographic problems; constructing maps using fundamental cartographic principles including translating narratives about places and events into graphic representations; interpreting maps and other geographic tools through the analysis of case studies and using data; and using geographic tools to represent and interpret the earth's physical and human systems.
2. develop knowledge of the earth to locate people, places, and environments by drawing a complex and accurate map from memory to answer questions about the location of human and physical features; identifying and locating physical and human features, in the student's own and nearby communities, in the United States, and in regions of the world (e.g., rivers, mountains, regions, and countries); and analyzing maps of a certain location people have made from memory and compare to determine similarities and differences.
3. know how to analyze the dynamic spatial organization of people, places, and environments by analyzing geographic information using a variety of scales - local, national, and international (e.g., growth issues in Sioux Falls, New York City, and Southeast Asia); analyzing patterns of distribution and arrangement of settlements; and analyzing patterns and processes of the diffusion of human activities.
4. know the physical and human characteristics of places by analyzing human and physical characteristics that give a place meaning and significance, and describing the changing human and physical characteristics of places.
5. know how and why people define regions by applying the concept of regions to organize the study of a geographic issue using multiple criteria, and analyzing changes in regions and recognizing the patterns of those changes (e.g., the Middle East has become a region of economic importance to the United States).
6. know how culture and experience influence people's perceptions of places and regions by analyzing why places and regions are important to human identity, comparing and contrasting how and why different groups in society view places and regions differently, and

analyzing the ways places and regions reflect cultural change (e.g., the change in the use of the South Dakota prairie from grazing to cultivated crops).

7. know how the physical process shapes the earth's surface patterns by explaining the various interactions resulting from the earth-sun relationship; explaining the interaction of the earth's physical systems (e.g., the interaction of climate and ocean water as exemplified by El Nino); and explaining the variation in the effects of physical processes across the earth's surface (e.g., the effects of wind variations in shaping landforms).
8. know the characteristics, location, distribution, and migration of human populations by analyzing reasons for variation in population distribution, analyzing the causes and types of human migration and its effects on places, evaluating trends and effects of world population numbers and patterns, and analyzing the physical and cultural impact of human migration.
9. know the nature and spatial distribution of cultural patterns by analyzing how cultures shape the character of a region, describing the processes of cultural diffusion, and describing the effect of technology on the development and change of cultures.
10. know the patterns and networks of economic interdependence by comparing and contrasting the characteristics and distribution of economic systems; analyzing factors influencing economic interdependence of countries, including world trade; analyzing connections among local, regional, and world economies (e.g., transportation routes, movement patterns, and market areas); and analyzing how and why levels of economic development vary among places.
11. know the processes, patterns, and functions of human settlement by explaining the causes and effects of urbanization (e.g., rural-to-urban migration leads to urbanization), comparing and contrasting the differing characteristics of settlement in developing and developed countries, and examining how and why large cities grow together.
12. know how cooperation and conflict among people influence the division and control of the earth's surface by describing how cooperation and conflict among people contribute to political, economic, and social divisions of the earth's surface; describing the forces and processes of cooperation that unite people across the earth's surface (e.g., the nations of Western Europe have joined together in the European Union); and analyzing how differing points of view and self-interests play a role in conflict over territory and resources.
13. know how human actions modify the physical environment by analyzing ways that humans depend upon, adapt to, and affect the physical environment; and evaluating ways in which technology has expanded human capacity to modify the physical environment.
14. know how physical systems affect human systems by comparing and contrasting how changes in the physical environment can increase or diminish its capacity to support human activity (e.g., the Sahel), identifying and evaluating alternative strategies to respond to constraints placed on human systems by the physical environment (e.g., the use of irrigation in arid environments), and analyzing how humans perceive and react to natural hazards.
15. know the changes that occur in the meaning, use, location, distribution, and importance of resources by analyzing how technology affects the definition of, access to, and use of resources; describing why people have different viewpoints with respect to resource use; and evaluating policies and programs for resource use and management.
16. know how to apply geography to understand the past by analyzing how differing perceptions of places, people, and resources have affected events and conditions in the past; and analyzing the fundamental role that places and environments have played in history (e.g., the Russian winter played an important part in the defeat of Napoleon's army).

17. know how to apply geography to understand the present and plan for the future by evaluating a contemporary issue using geography knowledge, skills, and perspectives; and comparing and contrasting how different viewpoints influence the development of policies designed to use and manage the earth's resources.